

Year 4 – ‘The Strange Case of Dr Jekyll and Mr Hyde’

Learning Programme

Topic/Content	Objectives/Skills	Homework	Assessment	Success Criteria Based on levels (<u>not numerical grades</u>) Essay response marked on 30	Stretch & Challenge (Thirst for Learning)
The narrative	<p>To consolidate knowledge and understanding of the plot and characters prior to analysis of key narrative episodes</p> <p>To be able to evaluate the significance of key episodes within the narrative as a whole</p>	<p>Quiz questions/ activities on each chapter (following reading homework)</p> <p>Complete the cloze activity, focused on the general narrative</p>	<p>How is Hyde presented in this extract? (marked for A02 only)</p> <p>Whole text essay response (question to be given the day before assessment). Question will be focused on character or theme.</p>	<p><u>Level 6 (26-30 marks)</u></p> <ul style="list-style-type: none"> •Critical, exploratory, conceptualised response to task and whole text •Judicious use of precise references to support interpretation(s) •Analysis of writer’s methods with subject terminology used judiciously •Exploration of effects of writer’s methods on reader •Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task 	<p>Watch different versions of ‘Jekyll and Hyde’ and consider the impact of the director’s choices</p> <p>Read other Gothic and/or Victorian Literature (see KS4 reading list)</p>
The context of the play	<p>To understand the importance of the following contextual factors in relation to the text:</p> <ul style="list-style-type: none"> • Victorian England - cultural and social context • Gothic Literature • Developments in Science • The Law • Victorian ‘gentlemen’ and the importance of reputation • Stevenson’s life 	<p>Academic poster – presenting the most important contextual information about the novella</p>	<p>Whole text essay response (question to be given the day before assessment). Question will be focused on character or theme.</p>	<p><u>Level 5 (21-25)</u></p> <ul style="list-style-type: none"> •Thoughtful, developed response to task and whole text •Apt references integrated into interpretation(s) •Examination of writer’s methods with subject terminology used effectively to support consideration of methods 	<p>Research further the Gothic genre</p> <p>Write your own AQA</p>

<p>Character</p>	<p>To consider Stevenson's presentation of character and the techniques he uses to convey character To explore our first impressions of Hyde To explore a character's thoughts and feelings through the writer's language choices To explore our changing perceptions of Jekyll through close analysis of language To consider the importance and impact of minor characters To be able to track and explore the development characters across the novel</p>	<p>How is Jekyll presented in this extract and elsewhere in the novella?</p> <p>How have our perceptions of Jekyll changed since the start of the novella? Write three detailed paragraphs with close reference to the text</p>		<p>Examination of effects of writer's methods on reader</p> <ul style="list-style-type: none"> • Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task <p><u>Level 4 (16-20 marks)</u></p> <ul style="list-style-type: none"> • Clear, explained response to task and whole text • Effective use of references to support explanation • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods on reader • Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task <p><u>Level 3 (11-15 marks)</u></p> <ul style="list-style-type: none"> • Some explained response to task and whole text • References used to support a range of relevant comments • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods on reader 	<p>examination-style questions, based on other key extracts of the text</p> <p>Read the play version of 'Jekyll and Hyde' and other adaptations of the story</p>
<p>Writer's Technique</p>	<p>To be able to analyse the writer's methods e.g. to explore Stevenson's use of imagery to convey setting</p>	<p>Exploration of the gothic conventions used within the text</p>			
<p>Examination Technique</p>	<p>To respond to an extract in a thoughtful and linguistic way To confidently select relevant content from elsewhere in the play To select evidence judiciously</p>	<p>How does Stevenson create an engaging opening?</p>			

	<p>To comment on the effects of language in a precise and analytical way</p> <p>To respond to the text in an analytical and convincing way</p> <p>To structure a response cohesively</p>			<p>•Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task</p>	
Structure	<p>To understand and be able to comment on the importance of an individual scene within the context of the whole novella</p> <p>To consider the ending of the novella</p> <p>To explore the different narrative devices Stevenson employs</p>	<p>In what ways is this scene a dramatically important one?</p> <p>How does Stevenson structure his novella to engage the audience?</p>			